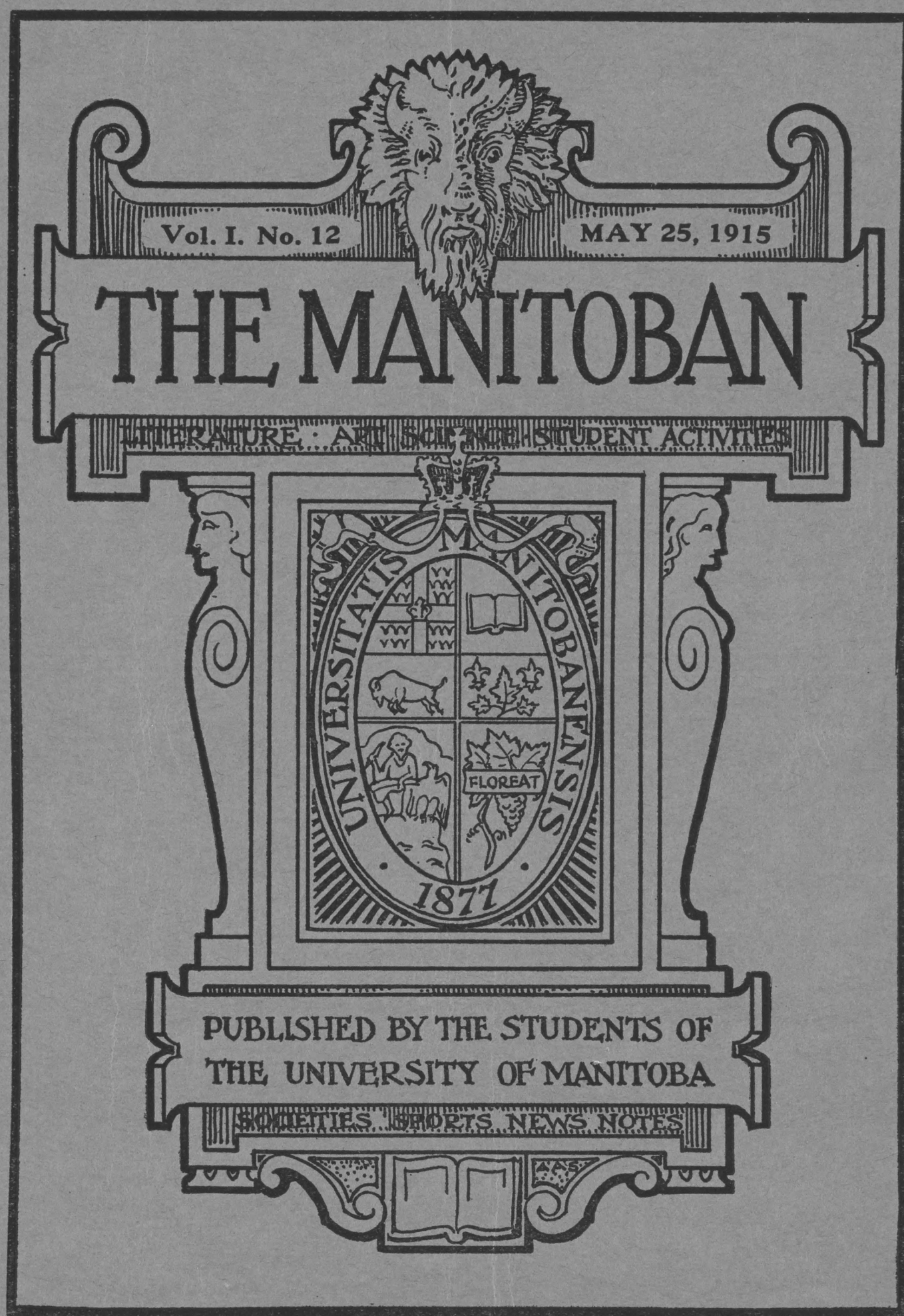


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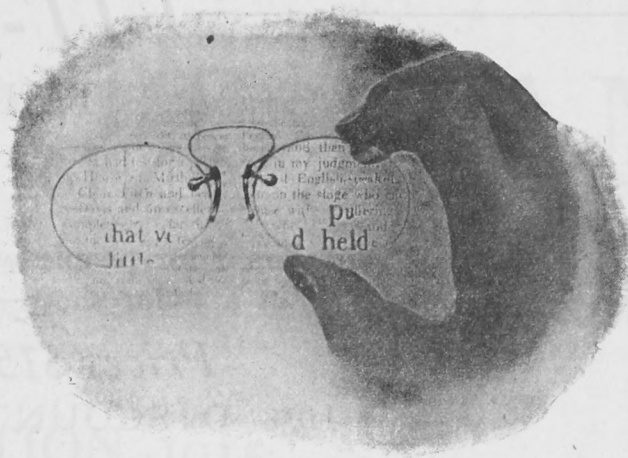
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Time actually spent in attendance on the University Course is included in the apprenticeship period, and candidates for license must pass the final University Examination in Pharmacy.

For further information write

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# THE MANITOBAN

A SEMI-MONTHLY JOURNAL PUBLISHED BY THE STUDENTS OF THE UNIVERSITY OF MANITOBA

Vol. I.

Winnipeg, Tuesday, May 25, 1915

No. 12

## CONVOCATION, 1915

There may have been Convocations in the past at which there have been more jokes and noise, and where the ladies have perhaps got larger bouquets, but we doubt if there has been one which has been more auspicious and inspiring, more truly a Convocation, than that of 1915. There was no attempt to make it a khaki affair, but still the observer from the gallery was reminded at every stage that our Empire was at war, and moreover that the University of Manitoba was quite alive to the fact. The earnestness which has characterized the work of the entire session was the keynote of the closing exercises.

The ceremony was presided over by the Chancellor, Archbishop Matheson, who modestly confined himself to his official duties. President McLean, being called upon, submitted the annual report of the University. This statement is worthy of very serious reflection, and as it is given elsewhere in these columns, in condensed form, it is hoped that it will be widely read.

The number presented with the degree of Bachelor of Arts was much larger than ever before, while in the case of the other faculties, strange to say, this was not the case. One of the features was the hooding of two Arts graduates, in military uniform—Alastair F. Menzies and George C. Creighton of 'Varsity College. Also, the granting of degrees to a number of students who are on active service was evidently popular with the audience. Three of these were in Arts—Harold S. Churchill of Wesley, Paul G. Duval of 'Varsity, and Reginald E. Parrott of St. John's. Seven Medical students who have also left for the front were given their Doctor's degree—Charles L. T. Arthur, Louis E. Belcourt, M. C. Burke, Harry K. Groff, Louis J. E. Le Gris, W. L. Pedlaw and Harry O. Sharman. We might be pardoned for mentioning particularly the names of two young ladies who graduated as Doctors of Medicine. These were Miss Isabel McTavish and Miss Frances McGill,

the latter taking the highest honors in her class.

"See your own country first" is a phrase we are familiar with. "Hear your own men first"

would appear to be quite as appropriate. There were those who had lamented the fact that we had not "imported" a speaker for the occasion, but these had never heard Canon Murray of St. John's. The general opinion, after they had heard him, was that they would have had to import from quite a distance, to get one to surpass him, and—well, the duty would likely have been pretty heavy. Canon Murray has the rare faculty of delivering some very sound philosophy, without impressing upon his hearers that it is philosophy. He so seasons his sense with a happy sprinkling of nonsense that the audience believes it is being entertained, scarcely suspecting that it is being edified.

If the Canon had chosen a title for his address, it would probably have been "The Need of Ideals and the Necessity of Fighting for Them," or something a little shorter but to the same effect. Canadians have been accused of allowing their energies and pride to run to

material things, and it is in a large measure due to the noble founders of our University that this accusation is not altogether just. We, however, have no right to merely glory in the noble deeds of past men. It is ever true that "what man has fought to win, man must fight to maintain." And so we of today have our task.

Canon Murray exhorted the Graduates to see to it that their Alma Mater could be as justly proud of them as they were of her. To this end, it was imperative that they should keep their ideals burning clear, for we are realizing today how tremendously true it is that ideals—whether good or bad—rule the world. The things of the mind outweigh the things of the body, not only because they outlast them but because they direct them. Our history, both as individuals and as nations, is nothing more than our ideals realized. How are we to judge whether our ideals



THE RIGHT REV. ARCHBISHOP MATHESON  
Chancellor of the University of Manitoba

are right or wrong? The test is, "How broad are they?" A narrow ideal is a wrong ideal. And so our education is worse than useless if it does not broaden the mind, and deepen the character, if it does not teach us to see beauty and truth where we failed to see it before. It is to gain life, not to gain a living.

A narrow ideal reveals itself not only in a narrow personality, but also in a narrow nationality. From the heights of a pure and lovely patriotism we descend too often to an ugly jingoism. No nation is called to rule the world, but every nation is called to serve the world. To be a true Canadian is to be a brother to all men. Let us be proud of our citizenship, but let us be human.

University graduates are called to fight in the battle of life. They have given themselves to their University for a time, but from that reservoir of intellectual and moral power they should return with their personalities strengthened and enriched. They should be ready to take their part with an independence of thought and a courage of soul which will give their University a place of honour and force among the great Universities of the world.

H. R. C.

### THE FAREWELL CONVERSAT

On Friday evening, May 14th, the University Faculty, who had bestowed upon the graduating class, in turn, advice, a sermon, examination-papers, and last, but not least, hoods and degrees, concluded their relation with the "Energetic and Alive" Fifteens by a send-off which took the form of a conversazione at the Royal Alexandra Hotel.

### MEDALS AND PRIZES

#### ARTS

##### Philosophy—(Latin Course)

Governor-General's Silver Medal—La Fleche, J. Georges.  
Governor-General's Bronze Medal—Bohemier, Anatole.

#### UNIVERSITY GOLD MEDALS

Greek—McPherson, William W.  
Latin—McPherson, William W.  
English—Parkin, Josephene E.  
French—Kelsey, Susie S.  
German—Bronfman, Allan.  
Political Economy—Weir, Fred. G.  
History—Finlayson, Roderick K.  
Philosophy (English Course)—Brandon, Edna J.  
Mathematics—Ireland, Erskine W.

#### LAW

Cottingham, W. R., M.A.

#### MEDICINE

University Gold Medal—Petrie, George A.  
Hutchinson Gold Medal for Highest Aggregate on Entire Course—McGill, Frances G.

#### PHARMACY

Association Silver Medal for Highest Aggregate on First Year—Angus, Margaret G.

#### ENGINEERING

Civil Engineering—Joseph Doupe Gold Medal for Highest Aggregate on Third and Fourth Years—Johnston, Bruce A.

#### ORATORY

(Presented by the University Faculty)

Gold Medal—Finesilver, Goldie L.  
Silver Medal—McPherson, William W.

### PRIZES

**Faculty Prizes in Medicine**—(Presented by the Faculty of Manitoba Medical College, and awarded each year to the two students of the graduating class having the best record on the aggregate of the five annual examinations of the Course in Medicine.)

McGill, Frances G.—Microscope.

Irvine, Vincent S.—Microscope.

**Prizes for Hospital Case Reports** (for Fifth Year Students in Medicine)—

For Best Medical Case Report—(Presented by Dr. S. J. Elkin, Medical Registrar of the Winnipeg General Hospital)—Blakeley, T. Nelson.

For Best Surgical Case Report—(Presented by Dr. R. B. Mitchell, Surgical Registrar of the Winnipeg General Hospital)—McGill, Frances G. and McRae, Duncan F., equal.

**Physiological Research Prize** (awarded annually by a committee of the Council of the University to the student presenting the best essay embodying the results of researches conducted wholly or in part in the Physiology Laboratories of the University of Manitoba.)

In 1915 awarded to—Wheeler, T. Digby.

### THE UNIVERSITY WOMEN'S CLUB LUNCHEON

The University Women's Club gave a delightful luncheon in honor of the 1915 lady graduates on Saturday, May 15th, at the Royal Alexandra. Mrs. R. F. McWilliams, the president of the Club; Mrs. J. A. MacLean and Mrs. T. C. Jones welcomed the girls in the Old Gold drawing room.

The toast to the King was proposed by the toast-mistress, Mrs. McWilliams. Miss Springate very ably proposed the toast to the guests. Miss Josephine Parkin replied for the graduating girls in her usual vivacious and capable way.

Mrs. T. C. Jones, a graduate of 1863, from Mount Holyoke Seminary, gave the girls a most delightful and enlightening account of her school life. It was indeed a treat to hear of the pioneer days in the education of the fairer sex in America.

Miss Colwell gave a very interesting talk on "Experience and Inexperience." This was ably responded to by Miss Sara Romanovsky, giving the difference between higher education here and in Russia.

The girls will always remember this luncheon as one of the most enjoyable events of graduation week.

### TO THE GRADUATING CLASS IN MEDICINE

It is fitting that this issue should contain a reference to the graduating class.

They are going to make their way in the world, to uphold the fair name of Manitoba Medical College and the honor and dignity of their profession—to be welcome, beloved alleviators of the sufferings of their fellowmen, and to serve, for in service is honor.

We believe the graduating class of 1915 will bring honor to their profession and Alma Mater. There are in the class who go out this year the makings of great men, not only in the sphere of medicine and surgery, but also in other spheres.

We who have known them and become attached to them are confident that as we have found them able leaders, honorable, industrious, clever and sympathetic, so the world will come to respect and honor them.

We who remain to continue the training you have finished, wish the members of the 1915 graduating class the best that the world can give, and we trust that the friendships of these years may ripen and strengthen as time goes by.



## THE BACCALAUREATE SERMON

On Sunday, April 25th, Prof. Osborne preached the Baccalaureate sermon to the graduating students of the University in Central Congregational church. The church was crowded with friends and students of the University, who caught the enthusiasm and felt the inspiration of the speaker.

With Prof. Osborne on the platform were President MacLean, Prof. Parker and Rev. Hindley.

The title of Prof. Osborne's address was, "The Challenge of Life," and his appeal to the graduating students was in effect an interpretation of the spirit of the University. He called attention at the outset to the significance of the occasion. The essentially interesting thing in the world of phenomena is process. Among all the processes of human society no incident is of more dramatic import than the definite entrance into the ranks of life and labor of groups of trained and chosen youth. When the nation has come to have a true sense of values it will recognize the university as one of its most important auxiliaries, and such an occasion as the present as one of its most significant functions.

The University is in a position to speak words of admonition to its children because the University is, in the most important sense, an aggregation of personalities. The University is not a building, it is not a library, it is not a number of laboratories: it is, above all, an aggregation of personalities, men who themselves have won and lost, enjoyed and suffered. It would be a travesty if such men could not speak some high, grave, words to those whom the University regarded affectionately as the children of its mind and of its spirit.

Speaking to the students in their individual capacity, Professor Osborne admonished them to keep alive in their breasts the white flame of Ideality. They should be urged on by a divine discontent, a discontent which was a thing totally different from mere chagrin or impatience with a possibly commonplace task or environment. They should guard against the subtle corrosion of compromise. Eternal vigilance is the price of noble character. They should enter life with keen zest. Life should be attacked as a gallant adventure. The Ulysses spirit is the key to perennial youth and ceaseless accomplishment. Their lot was cast in a superbly interesting environment. They were surrounded in Western Canada with the most fascinating human material in the presence of representatives of so many diverse nationalities. Let them make a contribution to the upbuilding of the nation by entering sympathetically into the psychology of these alien nationalities. So only could the eclectic Canada of the future be what it ought to be. This spirit of curiosity and sympathy was the key to personal advancement. The key to enlarged environments and opportunities was the ransacking of the capacities and resources of the environment of the moment.

The career of a man like Abraham Lincoln was an admirable example of the truth of this principle. Their external or objective activity must be superimposed, if it was to be effective, upon strength drawn from deep, inexhaustible sources. If their life was to have dynamic force it must be thus pro-

foundly based. The lives of all the superlatively great illustrated this. So it was with Mahomet, with Buddha, and above all with Jesus of Nazareth.

Addressing the students in their capacity as potential citizens, the speaker bade them dream great things for their country. It is the dreamer in action who will save Canada. Enter the lists wearing the white plumes of dazzled and dazzling vision, invested with the aureole of dauntless resolve, and demonstrate that through all the hustling strife of life the plume can be kept unsullied. They should throw all their resources into the common stock. There is no room in Canada for either the Ishmael or the recluse. Carry into political life the spirit of sportsmanship which they had learned in their games and their debates. Many of the worst evils of our political life can be eliminated by the elementary principles of fair play. They should enter upon their career as citizens determined to trust the people. Democracy is on the eve of a great advance. The era of exclusive government is nearly closed. The present world war represents the bankruptcy of closet government. All the processes of government and citizenship need to be humanized and energised by the inrush of the hopes and fears, the desires and aspirations of the whole people. Let them dream of, and strive to actualise, a Canada where, as the expression of a vital and energised commonwealth, efficient school systems shall flourish, lifting the whole people to competence; where great Universities shall be seated, dowering the present with momentum and mellowness of the past, where great churches shall rise, reflecting in architecture and modes of worship and service the nobility of the people's aspirations; where great parliaments shall legislate, fired with zeal for the public service, and stripped of the sordidness of jobbery; where great books shall be written, great pictures painted, great statues carved; and where all these things shall be ennobled by the outreach of a great collective aspiration.

We regret the inability, through lack of space, to publish a full list of scholarships and awards. On another page will be found a list of awards of medals and special prizes. The following we print, because they were omitted from press reports and are, therefore, "news" to many.

### YEARLY MEDICAL SCHOLARSHIPS

#### *Fourth Year*

Grain, Gerald O.....	\$80 00
Morris, William.....	80 00

#### *Third Year*

Williams, Thomas H.....	\$80 00
Torrance, Charles W.....	80 00

#### *Second Year*

Campbell, Donald M.....	\$80 00
Tisdale, Walter F.....	80 00

#### *First Year*

Beaton, W. Grant.....	\$80 00
Kitchen, Hubert D.....	80 00

# HONOR ROLL

*List, so far as known, of members of Faculties of the University and Affiliated Colleges, and graduates, ex-students and students who have enlisted for active military service.*

## FIRST CONTINGENT

### Arts, Science, Theology, Law

Andrews, A. H. G. .... Pte. 6th Battalion  
Barclay, H. .... Pte. 5th Battalion  
Bedson, K. C. .... Capt. 6th Battalion  
Bedson, S. .... Pte. 6th Battalion  
Bissett, P. .... Pte. 6th Battalion  
Churchill, H. S. .... Pte. 6th Battalion  
Combe, C. V. .... Pte. 16th Battalion  
Cox, S. .... Pte. 11th Battalion  
Davidson, F. C. C. .... Pte. 16th Battalion  
Dodd, A. W. .... Pte. 6th Battalion  
Dunfield, Eber. .... Engineers' Field Troop  
DuVal, P. G. .... Lieut. 11th Battalion  
DuVal, M. .... Pte. 6th Battalion  
Evans, A. E. .... Pte. Machine Gun Sec.  
Ewert, A. .... Medical Corps  
Ford, R. A. .... Sergt. 11th Battalion  
Frith, L. E. C. .... Pte. 11th Battalion  
Fortin, A. .... Army Service Corps  
Gilmour, H. .... Pte. 6th Battalion  
Griffin, G. .... Pte. Machine Gun Sec.  
Grills, W. H. .... Pte. 11th Battalion  
Graham, D. .... Pte. Machine Gun Sec.  
Griesbach, W. .... Major 17th Alberta Dra.  
Higgenbotham, E. .... Engineers' Field Troop  
Hogg, A. W. .... Tullibardine Horse

Jones, D. .... Pte. 6th Battalion  
Kerr, Charles .... Pte. 11th Battalion  
Matheson, E. H. E. .... Pte. 16th Battalion  
Matthews, W. M. .... Pte. 6th Battalion  
Mitchell, H. G. ....  
Morison, J. B. .... Capt. Army Serv. Corps  
Morley, A. W. ....  
Nagy, C. .... Pte. 6th Battalion  
Nason, Wm. .... Royal Colonial Horse  
Norton, Glen .... Signalling Corps  
Norton, Jack .... Signalling Corps  
Payne, Rev. H. S. .... Hon. Capt. 11th Batt.  
Peters, R. .... Pte. —  
Phinney, H. H. .... Pte. Machine Gun Sec.  
Ram, Rev. H. S. .... Hon. Capt. Loyal North  
Lanc. Regiment  
Richardson, H. .... Pte. —  
Ross, Geo. H. .... Capt. 16th Battalion  
Smith, S. .... Pte. 11th Battalion  
Stocker, W. V. .... Corp. 11th Battalion  
Strang, R. .... Pte. 11th Battalion  
Treilhard, S. .... Pte. —  
Wallace, E. .... Pte. 6th Battalion  
Walton, J. W. .... Pte. 5th Battalion  
Wells, Rev. G. A. .... Hon. Capt. 6th Batt.  
Wheatland, A. J. .... Corp. 11th Battalion

Whittaker, Rev. B. L. .... Hon. Capt.  
Williams, J. .... Engineers' Field Troop  
Wilson, H. K. .... Pte. 16th Battalion  
Woodman, F. .... Pte. 6th Battalion  
Woods, Rev. A. W. .... Hon. Capt. 6th Batt.  
Worsey, T. A. .... Pte. 11th Battalion

### Medicine

Bell, Dr. F. C. ....  
Bell, Dr. P. G. ....  
Boyd, Dr. (Prof. Patho.)  
Dean, K. C. W. ....  
Fortin, Dr. C. E. ....  
Gunn, Dr. J. A. ....  
Mothersill, Dr. ....  
MacQueen, Dr. J. D. ....  
Sime, Austin B. ....  
Smith, Dr. Alwyn ....  
Watt, Dr. ....

### Engineering

Collins, W. S. .... Engineers' 3rd Field Tp.  
Cooper, J. A. .... Engineers' 3rd Field Tp.  
Stevenson, R. L. .... Engineers' 2nd Field Tp.  
Tait, V. .... Engineers' 3rd Field Tp.  
Urie, H. R. .... Engineers' 3rd Field Tp.

## SECOND AND THIRD CONTINGENT (Revised May, 1915)

### Arts, Science, Theology and Law

Adams, W. .... Lord Strathcona's Horse  
Adamson, H. .... Pte. 27th Battalion  
Adamson, M. .... Army Med. Corps  
Arnold, T. .... Pte. —  
Bailey, E. .... Pte. Army Med. Corps  
Baker, R. .... Pte. 27th Batt. (Machine  
Gun Section)  
Baldock, F. B. .... Second Overseas Co.  
Ball, R. H. .... Army Med. Corps  
Baragar, F. D. .... Pte. Third Contingent  
Boulton, D. F. .... Capt. 32nd Battalion  
Briggs, T. L. .... Pte. Third Contingent  
Brown, T. D. .... Major 2nd Contingent  
Carman, H. .... Pte. Ambulance Corps  
Caswell, W. B. .... Lieut. 1st Can. Mtd.  
Rifles  
Creighton, Geo. .... Lieut. 43rd Battalion  
Crossley, P. .... Pte. 27th Battalion  
Crummy, W. T. .... Second Contingent  
Culver, A. F. .... Lieut., Second Con.  
Cummings, W. T. ....  
Dick, S. .... Pte. 27th Battalion  
Dodd, W. M. .... Pte. 32nd Battalion  
Douglas, S. .... Third Contingent  
Dutton, Mervyn .... Univ. Company  
Einarson, J. .... Second Contingent  
Evans, E. C. .... Pte. Army Med. Corps  
French, Mr. .... Maj. 17th Field Battery  
Gane, — .... Lieut., 43rd Battalion  
Garton, M. H. .... Lieut. 27th Battalion  
Geach, W. .... Pte. Army Med. Corps  
Goulding, G. .... Pte. 28th Battalion  
Graves, J. W. .... Army Med. Corps  
Hamilton, R. G. .... McGill Medical Corps  
Hamber, H. B. .... Capt. Army Serv. Corps  
Hardman, P. .... Pte. 27th Battalion  
Haslam, J. H. .... Pte. 27th Battalion  
Hawley, W. A. .... Army Med. Corps  
Johnson, W. .... Army Med. Corps  
Jones, Orn. .... Pte. 43rd Battalion  
Jull, W. K. .... Corp. 31st Battalion  
Kerr, C. E. .... Pte. 32nd Battalion  
Kerr, Stanley .... Pte. 32nd Battalion  
Kerster, G. .... Pte. 43rd Battalion  
Lee, Ed. .... Pte. Army Med. Corps  
Leich, R. C. ....  
Little, G. .... Pte. Army Med. Corps  
Lloyd, W. .... Pte. Army Med. Corps  
Loucks, R. .... Pte. 27th Battalion  
McConnell, F. D. .... 18th Mtd. Rifles  
McKay, J. F. .... Lieut. 28th Battalion  
McKay, W. .... McGill Medical Corps  
McKenzie, E. W. .... Second Contingent  
McLorg, F. M. .... L.-Corp. 28th Battalion  
Menzies, A. F. .... Sig. Corps 43rd Batt.  
Minnish, H. .... Third Contingent  
Mountford, W. .... Army Med. Corps  
Naylor, L. .... Pte. 27th Battalion  
Nelson, J. C. .... 17th Field Battery  
Oxton, G. C. .... Pte. 32nd Battalion  
Parrott, R. E. .... McGill Medical Corps  
Patience, H. .... Army Med. Corps

Popham, E. .... Lieut. Army Serv. Corps  
Scott, D. N. .... Second Contingent  
Sharpley, F. A. .... Pte. Army Med. Corps  
Simpson, Fred. C. .... Lieut.  
Simpson, W. H. .... Army Med. Corps  
Struthers, J. .... Pte. 27th Battalion  
Struthers, R. .... Pte. 27th Battalion  
Styles, A. G. .... Lieut. 28th Battalion  
Sweitzer, V. .... Lieut. 27th Battalion  
Taunton, E. M. .... L.-Corp. 27th Battalion  
Taylor, N. W. .... Pte. Army Med. Corps  
Waite, F. ....  
Wilding, G. H. .... Army Med. Corps  
Wilson, J. E. ....  
Wood, W. .... Pte. 27th Battalion  
Woodman, E. P. .... Pte. 28th Battalion

### Medicine

#### Medical Graduates

Baragar, C. A., M.D. .... Capt. 27th Battalion  
Bastin, C. H., M.D. .... Capt. 1st Field Amb.  
Campbell, Spurgeon, M.D. .... Maj. 4th Field Amb.  
Clare, C.M., M.D. .... Capt. C.M.R.  
Latimer, V. E., M.D. .... Capt. 45th Battalion  
Leeming, J. H., M.D. .... Capt. 4th Field Amb.  
Ross, Walter, M.D. .... Capt. C.M.R.  
Simpson, R. M., M.D. ....  
Strong, C. M., M.D. .... Capt. 44th Battalion  
Swan, A. J., M.D. .... Lieut. 43rd Battalion  
Treleaven, G. W., M.D. .... Capt. 4th Field Amb.  
Webster, W., M.D. .... Lieut.-Col. 4th Field  
Ambulance.  
Woollard, Chas., M.D. .... Major 1st Field Amb.

#### Medical Students

##### 4th Field Ambulance, C.E.F.

Arthur, C. L. T.  
Bodie, F.  
Carson, J. H.  
MacKinnon, A. G.  
MacQueen, D. G.  
White, I. S.  
Winchell, E. D.

#### Army Medical Corps

**First Year—**  
MacLean, Donald J. G.  
Cuddy, T. H.  
**Second Year—**  
Campbell, M.  
Little, G. M.  
MacCharles, M. R.  
McFadyen, W. J.  
Meredith, C. J.  
Parker, A. O.  
Pozer, R. B.  
Rogers, R. L.  
Scott, S. M.  
Smith, L. A.  
Turner, O. A.

### Third Year—

Adamson, C.  
Boyle, S. F.  
Clare, M.  
Kennedy, A. E.  
Lougheed, M. S.

### Fourth Year—

Aikenhead, W. C.  
Brownridge, T. R.  
Campbell, A. E.  
Coppinger, H.  
Jenkins, R. B.  
Langham, J. D.  
McKenzie, J. A.  
Paille, G. J. A., B.A.  
Purdie, F. K.  
Ritchie, J. B., B.A.

### Fifth Year—

Belcourt, L. E.  
Burke, M. C.  
Groff, H. K.  
Legris, J. A.  
Pedlow, W. Leroy  
Sharman, H. A.

### Red Cross in Serbia

Brandon, J. V.  
Brandon, T. B.

### Engineers

Cameron, F. C. .... Engineers' 2nd Field Tp.  
Hicks, E. D. .... Princess Patricia Volun-  
teers  
Jones, W. H. .... Engineers' 2nd Field Tp.  
Leathers, J. F. .... 13th Field Battery  
Levinson, H. .... Engineers' 2nd Field Tp.  
Mitchell, C. N. .... Engineers' 2nd Field Tp.  
Mitchell, J. C. .... 106th Regiment  
Munro, J. C. .... Royal Can. Eng. Corps  
Murphy, J. W. .... 106th Regiment  
Richardson, W. H. .... Engineers' 2nd Field Tp.  
Ross, J. A. .... Pte. Fort Garry Horse  
Shanks, G. L. .... Engineers' 2nd Field Tp.  
Taunton, A. J. .... 100th Regiment  
Wooton, F. E. .... 17th Field Battery

### Pharmacy

#### Graduates—

Carman, J. H.  
Logan, J. A.  
Nightingale, H.  
Primrose, J. W.  
Still, W. A.  
Wise, H. A.

#### Undergraduates—

Baker, George  
Sanderson, P. H.



## SOME STATISTICS

In Connection with the University of Manitoba Contingent of the Canadian Officers' Training Corps

## ESTABLISHMENT

One Lieut.-Colonel, 1 Adjutant, 1 Sergeant-Major, 1 Quartermaster-Sergeant, 1 Sergeant (Orderly Room Clerk).

Eight companies, each consisting of the following: 1 Captain, 1 Lieutenant, 1 Color-Sergeant, 3 Sergeants, 4 Corporals, 4 Lance-Corporals, 45 Privates.

Total per Company—60.

Total per Battalion—485.

Number of men enrolled of all ranks.....	474
Number who completed forty drills.....	256
Number who completed target practice.....	126
Number who took examination for Certificate "A".....	90
Number who reached standard of efficiency .....	120
Number who at the beginning of the season's work were qualified for Lieutenants.....	2
Number who at the beginning of the season's work were qualified for ranks higher than Lieutenant.....	0
Number who at the end of the season's work had completed lieutenant's qualifications.....	18
Number who at the end of the season's work had completed Captain's qualifications.....	13
Number who at the end of the season's work had completed the course for Field Officers....	3
Number who took examination in equitation....	2
Number who took course in signalling.....	2
Number who took course in Military Engineering.....	1
Highest score obtained in shooting practice out of a possible 210.....	150

## T. H. WILLIAMS

(The Editor-elect of *The Manitoban*)

The Class of 1912 from Central Collegiate was indeed a famous one, and by no means the least



T. H. WILLIAMS, The Editor-elect of "The Manitoban"

brilliant of its members was T. H. Williams, whose career dates back to 1888, and whose travels have covered all the territory from Escanaba, Mich., the place of his birth, to the Canadian Rockies. He

early decided to be a doctor, and on matriculating entered Manitoba Medical College with the class '17, where he took and has held first place in his class, having won a scholarship each successive year. For his splendid work on the Medical Football team much praise could be given.

Mr. Williams showed signs of such promise that he was elected Business Manager of the proposed Medical Journal, and when its publication was of necessity postponed, the Medical Students' Association appointed him to represent them on the Editorial staff of *The Manitoban*. In this capacity he has done excellent work, and the editorship of that paper falls into good hands when entrusted to those of Harry Williams. We wish him all success.

W. B. H.

## W. BURTON HURD, B.A.

The Retiring Editor of *The Manitoban*

As the first volume of *The Manitoban* thus becomes completed, its place in student life becomes more discernible, and if we judge correctly of the various opinions concerning this paper it has secured a strong foothold in our University. For what-



W. B. HURD, B.A., the Retiring Editor of "The Manitoban"

ever measure of success may have fallen to this journal the largest credit is due to Burton Hurd. The staff cannot speak too highly of the ability and enthusiasm with which its Editor-in-chief has carried on the policy and management of this paper.

Coming from Toronto in 1910 he entered Manitoba College and at once began to win scholarships and distinction from his fellow students. The '13s remember him as a very sincere and industrious worker, who was always certain of leading his class in some subject or activity. As a Y.M.C.A. worker Burt has done a great deal of good amongst the students of our University. That his value has been recognized is shown by the fact that he has just been chosen president of the Intercollegiate Y.M.C.A. for the year 1915-16. For the last two years he has been studying philosophy with the '15s, and the prospects are that he will again be enrolled in the University next year. C.G.L.

# THE MANITOBAN

Published on the Second and Fourth Thursday of each month of the College Year by the Students of the Faculties of Arts, Medicine, Engineering, Theology, Pharmacy and Law

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Medicine—Harry Williams      Pharmacy—P. G. Blakeman  
Engineering—J. R. Ross      Law—B. W. Bridgman, B.A.  
Athletics—G. Cousley

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MAY 25, 1915



## EDITORIAL



"The feast is done, and gone are all the guests." Four short years have slipped swiftly past. Weird, uncanny incantations and fear-some initiatory rites announced the birth of a new student generation; with stately ceremony, well-earned honors and joyous festivities it passes out into the world to try its fortune and to test its mettle. *The Manitoban* remains to chronicle the passing. The world is richer by one hundred and fifty choice, well-trained young minds; the University has so many loyal sons and daughters entering into the rights and privileges of membership; the loss to the Colleges is the gain to the nation. Our best wishes follow them as they go, and may truth ever be their goal.

The past year has marked a new epoch in the life of our University. A new idea has been given birth. In some inexplicable way, for some unknown reason, that indefinable something has gripped the men and women of our University, and now we call it a University spirit, crude and immature though it is. Not the least important of the outgrowths of this spirit, we are safe in venturing, is the University paper, and we believe it has found a place in the life of our institution. Just how far it has reacted on that embryonic spirit, just how much it has contributed to the development of our University life and to the unifying of its oft intolerant and mutually uncharitable phases, we leave you to judge. Our aim has been to deal justly and fairly with the various activities of our University students and to maintain a standard of paper in keeping with the dignity of the institution which it represents. It is not a vain boast to say that we have, in some limited measure at least, attained our aim; and now we look to the new staff, with the aid of our past experience, to achieve far greater successes.

Before turning to the future we must express our deep appreciation of the loyal support given us by the members of the retiring staff, the Faculty

and the Student Body. Willingness to help and charitableness in criticism have lightened our task and made it pleasant. One cannot speak too highly of the work done by the business staff, for to their efforts, coupled with the ready response on the part of the students and advertisers, is due the size and financial success of the journal.

We wish also to congratulate the Colleges who have exchanged journals with us on their splendid productions; to mention the kind recognition they have given *The Manitoban* from time to time, and to assure them of our keen interest in their college life. Owing to the peculiar nature of our paper we have had to confine ourselves to reprinting a few short articles and witticisms, but we assure them that we were equally interested in the larger and more literary contributions in their columns. We gratefully acknowledge the following publications: *The McGill Daily*, *McMaster Monthly*, *The Sheath*, *Blue and Gold*, *Acadia Athenaeum*, *The Quill*, *King's College Record*, *Almafilian*, *The University Monthly*, *The Argosy*, *Vox Wesleyana*, *St. John's College Magazine*, *M.A.C. Gazette*, *Queen's Journal* and *The University Argonaut*.



Finally, let us pause a moment to pay a passing tribute of reverence and respect to those who have already gone to fight for the grandest Empire and the justest cause ever man has championed. Over 225 now have joined the colors. We wish them God-speed and a safe return. We are proud of the record of our University and its sons at this time of great national crisis. Hundreds more are waiting to answer a further call. Every cloud has its silver lining; and the lowering clouds of war will ere long lift to disclose our country's untarnished honor, and the brilliancy and glory of the victorious sons of a just people, the espousers of a righteous cause.



"The old order changeth, yielding place to new." The events of the life and death struggle in Europe have overshadowed the changes within our province. Those in charge of public affairs in the past have laid aside the sceptre. We shall remember with gratitude what has been done for our University by the retiring government, and we look forward with great hope and eager anticipation to the future. Of the sympathy of the Premier, the new Minister of Education and the other members of the Government we are assured. They are men who realize the importance, the needs and possibilities of our University. True, great innovations cannot be expected in time of war and depleted treasury; all we ask for the present are the mere necessities of University life—rooms in which to carry on our studies. These we can reasonably expect; and in the meantime, it is the duty and privilege of every member and every organization to foster the growing public sentiment in favor of a properly equipped University, so that, when the time is ripe, an indifferent electorate will not stand in the way of the progress of our University or handicap government action.

Not least heavily will this duty fall on the future editors of *The Manitoban*, and we have no doubt that the incoming staff will measure up to their task and opportunities. In laying down the pen,



I hand over with every confidence and good wish the place of honor and responsibility to my colleague, Mr. T. H. Williams, the Editor-in-Chief of *The Manitoban* for the year 1915-16. He has a splendid staff to support him, and success seems assured. The personnel of the staff for next year is as follows:

Editor-in-Chief—T. H. Williams.  
 Business Manager—Bruce Chown, B.A.  
 Advertising Manager—C. V. McArthur, B.A.  
 Arts Editor—Glen Cousley.  
 Law Editor—H. R. Campbell, B.A.  
 Medical Editor—H. Ferrier.  
 Pharmacy Editor—Miss M. G. Angus.  
 Theology Editor—Mr. Wilson.  
 Engineering Editor—Ray Jordon.  
 Athletic Editor—George White.  
 Lady Editor—To be appointed.

263 Broadway, Winnipeg,  
 April 25, 1915.

Editor of *The Manitoban*.

Dear Sir,—In the last issue of *The Manitoban* you brought forward a matter of prime importance to any student body; namely, student activities and their regulation. Without a doubt we overdo student activities, and mainly from lack of co-ordination and regulation. While in name we are a University, and while we are striving for the realization of all that that means, we are in fact very much divided, and for each division of the University we have a multiplication of activities. Where, in another University of equal size, there would be one hockey team, one football team, and so on, we have one for each faculty. Where another University would have two dances in a year we have two to a faculty. And so it is with other activities.

Wherein lies the remedy? In my estimation the remedy lies in the Students' Council, *not* in the Faculty. The Council, revived this year, has, I believe, set about the resuscitation of an Intercollegiate Athletic Association, with the object of unifying sport. That should solve the problem so far as sports are concerned. For the rest, why not have a Social Committee? It could consist, say, of one representative from each Faculty; one chairman who would not be a Faculty representative, and one representative from each such society as the Dramatic Club. The chairman of the committee could be given a seat on the Students' Council, thereby making the committee responsible to the Council. This committee would not only censure, or approve of, proposed social functions, but even more, act as an initiatory and directing body having in view University unification.

Being only a Freshman I am not yet thoroughly acquainted with all the manifold activities of the University. There is, however, one particular point in which I should like to offer a suggestion; namely, dances. In the past year we have had Arts, Engineering and Medical dances—none advertised in Theology, Pharmacy or Law. It seems to me it would be a small step in the right direction if these affairs were given more of a University air. Thus, we might have an Alma Mater, a 'Varsity, a Junior, perhaps a *Manitoban*, dance. The committees, different for each dance, would be composed of representatives of all faculties. I am pleased to see included in the Convocation exercises a Commencement dance. In the American colleges and

our Eastern Universities that is *the* dance of the year. Given for the Graduating Class on the evening of Convocation Day, it remains indeed a bright last memory of a happy college course.

I trust that some few of those many who won't agree with me will go so far as to break a precedent and write to *The Manitoban* on this subject.

Yours truly,

Bruce Chown,  
 Med., '19.

### THE "MANITOBAN" OF NEXT TERM

All new ventures require experience and time to prove their worth, and as time goes on the worth of *The Manitoban* becomes more and more apparent. What place the journal will ultimately occupy in the student life of our University depends on its attitude toward student problems, and its close association with all the happenings of student life. We believe *The Manitoban* has made a place for itself, and that the need exists for such a journal on a larger scale, which shall bring together on common ground the various units which comprise our University.

The coming term we hope, profiting by experience, to be able to offer you a bigger, better journal and one whose form shall be suited to the needs of the student body of the time. The new staff are of one mind that *The Manitoban* of next term shall be a decided success, and we will do our part to make it so; the possibility of attaining that success rests with you. With the help of the students its success is assured; without your help the paper will fail miserably.

The first issue of next term will probably appear early, and therefore the editorial staff are desirous of obtaining during vacation the material for that issue. For that reason we wish to request literary contributions, short stories, anecdotes, poems, notes, suggestions, etc., to be mailed to *The Manitoban* in care of the University of Manitoba.

We are particularly desirous of receiving extracts from letters or any news of the students who have gone to the battle front, and also the particulars of any who may go during the summer months. It is desirable that the first issue of next term should be an excellent one, and the editorial staff join with me in requesting your assistance to make it such.

T. H. Williams

### FINANCIAL STATEMENT—THE MANITOBAN

#### CREDIT

By Advertising.....	\$ 633.50
" Subscriptions.....	716.52
	<hr/>
	\$1350.02

#### DEBIT

To Expense—Sundries.....	\$ 15.40
" " Postage.....	32.67
" " Cuts.....	49.30
" " Printing.....	979.53
" Discount and Interest.....	.45
" T. B. Brandon.....	8.00
" Estimated Cost, 11th issue.....	95.00
" " " 12th issue.....	95.00
" Allowance for Bad Debts.....	46.25
" Cash on hand and in bank.....	28.42
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W. D. Watson, Business Manager

# MANITOBA UNIVERSITY IN 1914-1915

## *From the President's Report to Convocation*

Eleven appointments to the staff have been made since the last report; and the University Faculty now consists of 21 Professors, 7 Assistant Professors, 11 Lecturers, and 2 Demonstrators, in all 41.

The official public services outside of University teaching rendered by members of the staff, are increasing as the years go by, and are ever becoming of more importance to the Province. These include Addresses, Extension Work, Research, Popular Lectures, Professional Advisory Assistance, etc.

The University Extension Lectures for Manitoba have been delivered according to the plans which were carefully worked out by Professor Warren last year. In order to reach as many towns as possible, the number of lectures given at each place was reduced from four to three. Wherever possible, a number of towns on the same line of railway were grouped in a circuit. In this way, travelling expenses were much reduced and less time was lost from University work.

The list of lecturers included the names of Rev. Dr. G. B. Wilson, Dr. J. Halpenny, Rev. Canon Murray, Rev. J. S. Woodsworth and sixteen members of the Faculty. Twenty-two towns were visited, 63 lectures were given. The aggregate attendance was estimated to be 8,510, and the average attendance at each lecture was 135. Each town receiving a course of three lectures paid \$25 for travelling expenses, and as the lecturers donated their services, the system is practically self-supporting.

These extension lectures tend to establish a better acquaintance and closer relations between the University and the communities and high schools of the province, and also to familiarize the members of the Faculty with local and provincial requirements and needs. Professor Warren reports that the places visited are for the most part very enthusiastic and anxious for the continuance of the lectures.

During the past year a considerable number of papers have been published embodying the results of research work. Thirteen members of the Faculty are represented in the following partial list of these publications.

Department of Classics, 1; of History, 8; of Political Economy, 2; of Mathematics and Astronomy, 2; of Physics, 1; of Botany, 6; of Geology and Mineralogy, 4; of Physiology and Physical Chemistry, 12; of Zoology, 1; of English, 9; total, 46.

### *Attendance*

The enrollment of students in the University, the affiliated Colleges and the Law School, classified by divisions or Faculties of Instruction is reported as follows for the college year 1914-1915.

Arts and Sciences.....	496
Medicine.....	178
Engineering and Architecture .....	84
Law.....	126
Pharmacy.....	16
Special Students.....	44
Total.....	944

Classified according to years the total registration in all Faculties is as follows:

First Year.....	339
Second Year.....	276
Third Year .....	161
Fourth Year.....	125
Fifth Year.....	43

The total number of women students is 155, of whom 142 registered in Arts, 6 in Medicine, 6 in Law, and 1 in Pharmacy.

In comparison with the attendance record for last year the number of students enrolled in regular degree courses shows an increase of 13 per cent.—a rate of increase which may be regarded as normal or very close to normal.

In the University of Manitoba as in other Universities the problem of adjusting educational services to meet certain known and definite educational demands, must always occupy a certain central position. In this connection it is worth noting that in the five years between 1904 and 1909, the total enrollment of students in University classes was more than doubled and that in the same period the instructional services of the University, the total number of hours of instruction in the lecture rooms and laboratories, was also doubled. In the last five years, however, since 1910, although the number of hours of instruction has again been doubled, and although the University provided last year almost 18,000 hours of instruction in the lecture rooms and laboratories, the class enrollment was practically trebled in the same period, and the difficulty of keeping abreast with demand in its most insistent and convincing form, the demand of students who are on the ground, and registered for definite courses, is increasing with each new year.

In order to find out the geographical distribution of the students the registration cards of 900 students were examined with the following results:

1. Of the 900, 427 reside and received their preparatory education in Winnipeg, as against 473 who reside or received their preparatory education elsewhere.

2. The wide distribution of students throughout the Province of Manitoba. In the present First Year class in all faculties, 59 communities in Manitoba are represented each by one or more students; in the Second Year 60 communities are represented; in the Third Year, 41; in the Fourth Year, 33, and in the Fifth Year, 10, or excluding duplicates, 113 in all.

3. Last year 82 Manitoba students were registered in Canadian Universities and Colleges outside Manitoba—43 in Arts, 27 in Engineering, and 12 in Medicine. On the other hand the Manitoba calendar shows 147 registered from points outside the Province, 87 in Arts, 10 in Engineering, and 50 in Medicine. The significant fact in this return seems to be this—that only a comparatively small number of students cross the provincial lines in order to obtain a College or a University education.

It is believed that the determining factor in influencing student choice is not distance, nor even



the age and renown and known excellence of any given institution, but rather the local, or civic, or provincial character of the institution. At any rate Manitoba students are relying on the educational institutions of Manitoba for their undergraduate instruction, and on this fact is found the central responsibility and opportunity for the University and for the Province.

#### *Examinations in Arts.*

In taking a general view of the examination results of the past session, there are a few points that are worthy of special note. The percentage of those obtaining 1A standing in the First Year is 4 per cent., in the Fourth Year, 24 per cent. Taking into account also those with 1B standing, the total number of students receiving a first class grade rises from 20 per cent. in the junior years to 60 per cent. in the senior years.

A gratifying feature of the results is the large number of students who have clear standing, namely, 50 per cent. in the junior years and over 90 per cent. in the senior classes. The raising of the past standard to 40 per cent., which goes into effect next year, would seem therefore to be amply justified and unlikely to work any particular hardship.

In accordance with the regulations governing the allotment of term marks, 20 per cent. of the aggregate in each subject may be awarded at the discretion of the instructor on the basis of the student's class-work from day to day. This system has secured from the students an earlier and more uniform application to their studies.

The first of the Annual Examinations for Registration of Nurses under the new Manitoba Association of Graduate Nurses Act was held under the direction of a committee of the Board of Studies in September, 1914. This examination will in future be given in June of each year, so as better to meet the circumstances of nurses graduation classes from the various hospitals who finish their courses ordinarily in May.

#### *The Medical College.*

After the close of the College Year in 1914 the Manitoba Medical College gave a free post-graduate course, inviting all doctors in the four Western Provinces. The attendance was so encouraging that a similar course has just been completed. The work covers practical instruction in the Hospital Wards and Out-patient Departments and special lectures and demonstrations in all the newer developments in Medical Science.

Owing to the unsatisfactory training in preliminary work shown by too many of our students, the Faculty asked for a higher standard of Matriculation. Entrance to Medicine will, in the future, require a standard equal at least to one year's work in Arts or Science.

The war needs have been met by the teachers and students of the Medical College as fast as requests have come from the authorities. We have now at the front or in training, nine lecturers, forty students and eighteen graduates.

There is now before the University authorities an application signed by a large number of the Winnipeg doctors, asking that the personnel of a base hospital be offered to the Government. The doctors, nurses and orderlies can be easily secured and it will be the work of the University to obtain

the financial backing necessary to ensure success.

The work performed gratuitously by the Faculty and the medical profession generally in aiding the development and the successful work of Public Health justifies an appeal to the Provincial Government and to our cities, towns and municipalities for aid in developing and equipping a Department of Public Health in the University.

#### *The Manitoba Law School.*

The first Annual Report of the Law School indicates that the school is successfully supplying some of the needs of the students who are preparing for the examinations of the Law Society. This year the lectures covered the work of two years in the combined course. Two hundred and ninety-one were given, 166 in the First Year and 125 in the Second Year. The number of students enrolled was 107—63 in the First Year and 44 in the Second Year. Attendance at at least 70 per cent. of the lectures was compulsory, but it is noted that the attendance of students at lectures exceeded the minimum requirements of the Board.

For next year the questions of strengthening the curriculum, of improving the methods of instruction and of extending the field of instruction to cover the work of the senior years is now under consideration by the Board. The total cost to the University was \$2,218.00.

#### *Accommodation.*

The main facts of the situation of the University in respect to accommodation are well known and need not be developed at length on an occasion which is otherwise auspicious. From the beginning of the University to the present year there has been no provincial appropriation for University buildings. The appropriation of \$20,000 for an Engineering Building was not, in form at least, an appropriation to the University. The appropriation was not expended, and though once renewed, has not been continued for this year.

It is estimated that the enrollment of students in Engineering Courses would be increased by 200 students, and that the number of registrations in these departments must be expected to remain stationary until this building is erected. The question of accommodation for students *already* enrolled and receiving instruction in the different departments of the University, is even more serious and requires the earnest attention of everyone who is interested in the welfare of the University.

The question presented here is not the question of a Building Plan or of University Buildings, it is the question of immediate relief for a situation which the University itself is unable to rectify—the practical question of providing 15 to 18 classrooms for the use of instructors now on the staff and students already enrolled, and time is the most essential feature in any mendatory action that may be taken at this time. While making a full acknowledgment of the helpful assistance that has been received towards a successful solution of the problem of providing accommodation for University classes for 1915-1916, it is evident that there must be a continuance of effort in this direction.

In concluding, I wish to mention the deep seriousness and spirit of devotion and loyalty that has pervaded the University throughout the year. Every member of the University is sharing in his

country's struggle, to the full extent of his powers and far beyond the measure of his immediate responsibility. Also to make acknowledgment of the indebtedness of the University to the Chancellor who in his great love for the University, for learning and all forms of education, has helped to sustain the struggling fortunes of the University year after year, and during the present session has brought new benefits and assistance to the institution. Also to make acknowledgment of the co-operation of the Vice-Chancellor of the University, of members of the Council and of committees of the Council and of the members of the Faculty of the University, of the heads of the affiliated colleges and the members of their Faculties, and of the students enrolled in all departments.

### THE GRADUATING CLASS AT MANITOBA COLLEGE

Another contingent has left Manitoba College. The '15 Class has passed on to active service—in numbers not the largest, but in every other respect second to none who have gone before. Their duty calls them right to the firing line, and we know every man will play his part well in the battle of truth against error.

It is not necessary to say a great deal at this time. This is the time of beginnings. Twenty years hence will be the time to record what has been done by the class.

*We are sorry they are gone.*—We who are left to hold the fort, will miss their familiar smiles and helpful words of sound wisdom. However, under the care of their fellow students they improved wonderfully. They have unfolded to Dr. Baird and Dr. Bland new chapters of church history—(see exam. papers). Maybe Dr. Perry will revise his list of migrations for next year. Dr. Fleming has been astonished with what ease they have overcome the problems of evil, etc. Nothing was too hard for this class. It is even hinted that G. G. has solved the mystery of—well—'nuff sed. Send along a chunk of cake, George, by special request from Hector and Jimmy. And now they've "hit the trail," not a sawdust one, but good old-fashioned gumbo trail. We hope they will stick to the last. May it lead to great things for each of them. They are gone, but not forgotten.

*They are sorry they are gone.* When they came in it seemed so long—when they have gone it seems so short. Yes, next fall there will be quite a strong pull towards old 'Toba. The loneliness of the prairie will but intensify the memories of the good old days—the banquets, the debates—private and otherwise—the club meetings, Miss Grant's apple pie. Some one said G. G. had graduated with honors from the theologues' table.

We trust they will let us know when they are feeling blue, and we will send them a sure cure.

*Others are sorry they are gone.*—"Tell it not in Gath," etc., but maybe there are some sad hearts sighing softly. The churches will miss them, since they were always present to help in any good work, such as suppers, banquets, socials and bun-feasts of all kinds, as every good theologian ought.

Laying aside humor, the '15 Class has graduated at an important hour in the history of our country—a time when men's hearts are receptive to the truth. They will need courage and strength to

perform their duty faithfully in the far distant parts of our great West. The war will bring its sad story to their fields of labor in many ways. As soldiers of Christ, theirs will be the noble task of comforting and helping many in their hours of trial. We have every confidence that they will do their part faithfully to their fellow men and to their God.



REV. CANON E. E. M. PHAIR

### In Memoriam

By the sinking of the *Lusitania* on May 7th by a German submarine, with an inhuman disregard of all the laws of civilized warfare, our University has lost, in the death of Canon Phair, a distinguished Alumnus, an efficient examiner, and a worthy member of its Council.

Canon Phair was the second son of the Ven. Archdeacon Phair, and was born at Fort Alexander in 1870. Educated at St. John's College and Ridley Hall, Cambridge, he was ordained to the ministry in 1895, and after seven years of parochial work in the Old Country, he was offered a lectureship in Classics, English and Theology in St. John's College, and shortly afterwards became Professor of Pastoral Theology.

He was a man of varied attainments, and his sympathetic personality was impressed upon everything he undertook. His popularity of Dean of the College is a tribute to the affection felt for him by the students. A strong sense of duty, an ever-constant cheeriness of disposition, and an unselfish thoughtfulness for others—these were dominant notes in his character. A fine, manly, lovable personality withal! We shall cherish his memory with affection. To his bereaved relatives and friends we extend our heartfelt sympathy. "We doubt not that for one so true, there must be other nobler work to do."

G.F.C.

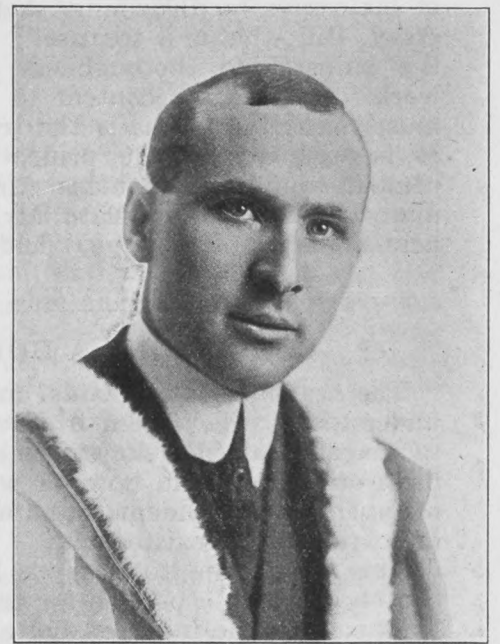




MAY BERE, B.A.



GEO. HANSON, M.A.



WM. DIAMOND, B.A.

#### TRAVELLING SCHOLARSHIP WINNERS

##### MISS MAY BERE, B.A.

Among those who have been awarded scholarships by the Universities of Harvard and Chicago is Miss May Bere, who represents the girls of the '15 class, and all who know her and have followed her record as an undergraduate believe that the laurels have fallen to one worthy and one who will creditably represent her Alma Mater.

Miss Bere chose as her course in Arts, German and Philosophy, in both of which she won marked distinction. In Philosophy she displayed unusually keen insight and a firm grasp of fundamentals, but it was in German, her chosen arena of future activity, that Miss Bere showed outstanding ability. Her comprehension and appreciation of Goethe, Schiller, Lessing and Heine was truly phenomenal; and her industry and innate ability have through her entire course secured for her the warm approval and whole-hearted commendation of her instructors. All—both faculty and students—join in congratulating her on attaining this further honor and wish her every success in her post-graduate studies at Chicago.

*E. J. B. (et al.).*

##### GEORGE HANSON, M.A.

Whatever doubts may have existed in the minds of those responsible for the organization of the M.A. course of the University as to the recognition it would receive from our older and more munificently endowed sister universities, must indeed have taken a precipitate flight upon the receipt of the good news from Harvard that, in view of his work here during this past year, George Hanson had been awarded a Thayer Fellowship of \$450. And when one further reflects that these fellowships are few and the competition keen, one must feel that it is a matter for personal congratulation to Mr. Hanson to be the first to receive a fellowship from Harvard in recognition of work accomplished here.

Mr. Hanson has a very enviable record as a student. In his chosen field of labor, Geology, he

has specialized more particularly in the Economical and Physical-Chemical aspects of the subjects. His thesis on "The Depositions of Gold in the Star Lake District" has shown him to be possessed of a mind capable of subtle and acute independent reasoning which is, perhaps, quite beyond his years when one considers that he is but twenty-three years of age; and considered in the light of his work in previous years, demonstrates the splendid potentiality with which he is gifted. In the Department of Geology and Geography of Harvard, we feel confident that he will amply justify the distinction he has won, and that eventually his conscientious work and excellent ability will lead to his recognition as a great man.

*H. J. A.*

##### WILLIAM DIAMOND, B.A.

Eleven years ago a young lad came to Winnipeg from the little village of Novin, in Russian Poland. There was nothing in his personal appearance to distinguish him from the five hundred other immigrants who arrived at the same time; but he had an overweening determination to make a name for himself in this new West-land. He went to work for the Guest Fish Co., where he began by cleaning fish, and so well did he do it that within three years he had become one of their most responsible men. He left this employment to take his matriculation at Wesley College in the fall of 1909. From that time on, his career has been one of steady achievement, culminating in the winning of a scholarship in German in his Third year in Arts, and in his Fourth year in the winning of a fellowship at the University of Chicago. This, we might pause to remark, has been gained by hard study over and above the work necessary to enable him to take his B.A. degree, with distinction, with the '15 class of 'Varsity College this spring.

Throughout his college course Wm. Diamond—"Bill," as he is known to his friends—has shown an unusual aptitude for hard work in his chosen subjects of English and German. A short time ago

one of his friends, after a careful perusal of one of his essays on Browning, said: "This is not an essay, Bill; this is a treatise!" This goes to show the painstaking thoroughness of Mr. Diamond's work. He was not content to know his work; he must master it. This is the secret of his success. It is with pardonable pride, therefore, and the utmost confidence that his Alma Mater, and his many friends, contemplate Mr. Diamond's imminent departure for his new field of labor.

K. D. B.

### CONCERNING A HOUSEMAID

The ways of housemaids are not easily to be understood. They seem to have formed a conspiracy against all bachelor students. Where this may have originated, and how, or who were its charter members, is not evident; but there are very certain indications of its existence.

This brings me to Mary. Now, Mary was a Scotch girl with a passion for order and cleanliness. This passion she indulged quite freely. Mary had considerable will-power, but it trembled and cowered at the oncoming rush of this passion.

When Mary came to the house where Jimmie and I were rooming, she certainly made things interesting for us. We were accustomed to leave our paper, pens, etc., on the table; quite a little heap, in fact. When we returned on that memorable first evening, the papers were in the basket, pens in a bureau drawer, ink and eraser on top of the bookcase. The next day I inadvertently left two pant buttons and a needle and thread on the window sill while I went to shave. Result, those being the only buttons remaining, I had to stay in bed till Jimmie brought back the pants from a tailor. The articles turned up next week in my collar box! My slippers, which I very carefully left peeping out from under the bed where I could just reach them from my study chair, were invariably thrust unceremoniously into the clothes closet. My tobacco and matches! But why say more? In a thousand little ways Mary gave way to her besetting sin.

When the thing became unbearable I approached Mary with a stern countenance, and requested very firmly that things be "left as they were left." It was of no avail. Fearing that she had been offended at my harsh tone, I decided to be pleasant and wheedle my way into her good graces. So I said to her one morning, "Mary, would you like to see some amateur theatricals?" A look of blankness crossed her face. "Beg pardon," I repeated. "Would you like to go to the Pantages this evening?" "Why, yes," she answered. So we went to the Pantages.

That evening we made a pact. Mary promised never to do anything in the room but make the beds and sweep on Saturday. I was overjoyed, and on the strength of the agreement took Mary to the "Palace." But, alas, for the hopes of a poor male person! Next morning my bath towel disappeared, my best pipe went into the furnace and half a box of cigarettes went out with the waste paper too. I retired into a black study of vile temper and moroseness. I did not speak kindly to Mary. But she continued to "straighten up" things.

For a week I glared; then in one mad effort to restrain her I fell on my knees and imploringly addressed her. "My dear girl, please, please listen to me. I beg of you to—"

"Ah! sir," cried Mary, "you are too kind! We

can be married next week. I will go right down and give notice to the mistress."

But why unfold the tale of woe further? I am still meekly fishing Latin exercises from the waste basket. It is Mary who is glaring now, for she is suing me for breach of promise.

### A LITTLE ADVICE TO MEDICAL GRADS.

Stay on the job and don't be discouraged.

Your first case may be a beekeeper with the hives or a grass widow with hay fever. In any case make the most of it.

Don't count too much on appearances. Many a man with a red nose is white clear through.

If you wish to be respected you must be able to respect yourself, and also on occasion to forget self.

Never "knock" the opposition (or defend yourself), because if you don't someone else will.

In these days of quick removals don't forget that the vermiform appendix is a "side issue," and so if someone calls with a lacrimose expression and a pain in the "southwest corner," don't rush him to an operating table without a pretty thorough examination first.

There is a great field open to young doctors in the introduction of up-to-date improvements on old remedies—such as an appliance to keep mustard plasters cool or a vacuum hot water bag.

This is an age of specialization, and every doctor should have one specialty, but he must have one art—and that is to collect what he earns.

When you locate don't get "Rusty" because you may meet an Olson of McGill who will try to Burke you. McTavish won't Hav-er-son Funk, so work like old Harry lest you go with Petrie to Brandon, where Groff Wass. Nuff sed—not one Whitmore.

### A UNIVERSITY SONG BOOK

It has been felt for some time that one, and not the least of our non-material needs, is a Song Book. The value of a University Song Book is too obvious to need pointing out here. The yell has its uses; it may even have its abuses; yet when all is said or shouted, it remains—a yell. A Song Book Committee has been formed, and though, like a Freshman's Year, it has all its troubles before it, it wishes the student body, the readers of *The Manitoban*, to be aware of its existence. Song books, like empires, are not made in a day, and the committee is under no illusions as to the difficulties which face it. Three of these are obvious enough at the outset. There is, of course, the question of finance. There is the difficulty of selecting songs from the large number in existence, suitable and unsuitable, for inclusion in a University Song Book. And there is the problem of securing local songs to give the local flavor which every University Song Book rightly possesses. It is largely with this last problem in view that the Song Book Committee so early announces its existence. The committee has under consideration a scheme whereby next fall some stimulus may be given (probably by a competition) to encourage the production of Manitoba University songs or a University hymn. Since, however, the vacation rather than the term lends itself to composition of this sort, the committee makes this preliminary announcement. It suggests that intending composers of such songs should bear in mind the advisability, in most cases, of setting their words to good and possibly familiar melodies.



## DOES A COLLEGE EDUCATION PAY?

By WM. DIAMOND, B.A., '15

"Happy is the man that findeth wisdom, and the man that getteth understanding: for the merchandise of it is better than the merchandise of silver and the gain thereof than fine gold. She is more precious than rubies; and all the things thou canst desire are not to be compared unto her."—*Proverbs*, iii., 13-15.

"Does a College education pay?" is a question often asked and variously answered. On the one hand it is asserted, for instance, that the individual profits by it; on the other, that it unfits him for business, as if these were conclusive arguments.

In the first place, such problems as that of higher education are not primarily economic, and they cannot be settled by comparison of income and outlay. Socially or ethically considered, a University education may be a profitable investment, even if it does not pay in dollars and cents; and if it unfits one for business it may be so much the worse for business. No educational question is strictly, or chiefly, individualistic. None can finally be settled without careful consideration of its bearing upon the interests of the nation.

Taken from the national or ethical point of view, education reveals itself as fundamentally a process of social transformation. It represents the most effective factor of social evolution. While it deals with individuals, its primary object is the progress of the race, through the improvement of the individual members. Hence the goal of education is double—it lies in the individual and in the race. In the education of the individual the goal is the maximum development of social efficiency. In the education of the race the goal is the successive realization of higher and higher levels, by humanity.

Thus, from the ethical, or social, point of view the value of a college education can never be over-estimated. It is the only lever capable of raising mankind. If we wish to make the future of our country glorious we must educate liberally the children of the present. Let the people be thoroughly educated and, in time, political corruption will be no more; the evils of the bar banished; a great number of crimes abolished; the moral standard raised; a higher sense of duty awakened; better citizens produced. "Slavery is but half abolished, emancipation but half completed, while millions of freemen with votes in their hands are left without education."\*

Again, there are the direct personal advantages of a college education. "A liberally educated mind," says John Stuart Mill; "I do not mean that of a philosopher, but any mind to which the fountains of Knowledge have been opened, and which has been taught in any tolerable degree to exercise its faculties, will find sources of inexhaustible interest in all that surrounds it: in the objects of nature, the achievements of art, the imaginations of poetry, the incidents of history, the ways of mankind, past and present, and their prospects in the future." The cultivated mind is more apt to realize this our beautiful world. Further, there is but a very minute portion of creation which we can turn into food and clothing, or gratification for the body;

but the whole of it may be used to minister to the sense of beauty. Beauty is an all-pervading presence. It waves in the branches of the trees and the blades of grass. It haunts the bowels of the earth and the depths of the sea. It gleams out in the sparkle of the gem and in the hues of the shell. Nor in these minute objects alone; but the ocean, the mountains, the clouds, the skies, the stars, the rising and setting sun all overflow with beauty! Those who are alive to it cannot lift their eyes without feeling themselves encompassed by it on every side. It is culture, or a liberal education, that enables us to appreciate the beautiful, the true, and the good, which sweeten our lives and finally make us beautiful, true and good!

Further, the college-man is not made unfit for business, but is made of more value in his business capacity than he would be without a college education. The elements that go to make up the value of a business man to his business are many; the elements which go to make up the value of the college to the student are also many, and to use the language of Aristotle, the college is the "Efficient Cause" developing the "Formal Cause" in the student, who is the "Material Cause," into the "Final Cause," which is the liberally educated man.

But it must be emphasized that no amount of education whatsoever can make brains. It can only develop them; that is to say that the college can only develop the formative principle in the student tending to become educated. To measure a peculiarly able and energetic young fellow who lacks education with a weakling who has been given opportunities beyond his capacity, who cannot wield the sword he possesses, is sheer folly. Some men possess more manifold powers without a liberal education than others do with one; but the purpose of the college is not to make men equal but to develop each to the limit of his capacity. "College does not make fools; it develops them! It does not make bright men; it develops them! A fool will turn out a fool whether he goes to college or not, though he'll probably turn out a different sort of a fool."\* As a rule the ablest as well as the least able become still more able by reason of a college education.

The university-trained man is taught how to approach, grapple with and, if possible, solve the problems which arise in all serious work. He can thus get along better in every sphere of activity than he would had he not the college education. College training teaches him to go to work at any task systematically and methodically, in the consciousness that he has acquired the ability to think quickly and topically, through the questions which arise. It makes him stronger from the point of view of both synthesis and analysis, and it gives him habits of study and application which are invaluable. In a word, he learns how to use his brains to better advantage than one who has not had the training.

A leading business man in this city says that most of the young men employed in responsible positions in his office hold a University degree. Such men have been trained to face and solve problems,

\* Robert C. Winthrop.

\* G. H. Lorimer.

and he adds that it does not much matter in what faculty they have been trained, or, in other words, what line of investigation they have followed during their University career. He contends that the University degree is the mark of a live man, and what he wants in his business is live men.

"Does a college education pay?" asks the "Self-Made Merchant" in a letter to his son at Harvard University. "Does it pay to take a steer that's been running loose on the range and living on cactus and petrified wood till he's just a bunch of barb wire and sole-leather, and feed him corn till he's just a solid hunk of porterhouse steak and olive oil? You bet it pays! And anything that trains a boy to think, and to think quickly, pays! Anything that teaches a boy to get the answer before the other fellow, pays!"

Prof. Charles F. Thwing, President of the Western Reserve University, in an essay entitled "The College Graduate," quotes a number of letters written by heads of great business corporations touching the value of a college education. One head of a large firm writes: "Although I did not myself enjoy the benefits of a college education, having left school at an early age to go to work for my living, I do not share the prejudice against a college education which is expressed by some of our self-made men. The theoretical foundation which a young man receives at a well-conducted college can be of great use to him in after life, provided that on leaving college he is willing to begin at the bottom of the ladder to learn practically any business he may choose to enter upon, without bringing with him the false idea that the learning he has acquired from books and professors absolves him from going through the same course of practical training that he would have had to undergo if he had gone directly from public or high school to shop or factory. Any young man, however, who is imbued with a belief that, because he has gone through college he has nothing further to learn, and is superior to the necessities which those who have had no such advantages are compelled to recognize, will find that his college education is not only of no benefit to him, but a positive hindrance to his success in life. The main reason why so many college men are not so successful as others who have had only the very plainest rudiments of an education is, that by reason of the species of conceit to which I have just referred, their minds are closed to those sources of instruction which they would otherwise gladly avail themselves of, and to which the success of most of our self-made men is in a considerable measure due."

Another writes: "The disadvantages under which a college graduate labors when he enters business are, that he is pretty well advanced toward manhood, is awkward, has no business training, and is apt to think that, because he is a college graduate, he ought not to be obliged to commence at the bottom of the ladder and work up, as the office-boy does, who enters the office when he is fourteen years of age. But if the graduate is a man of good sense, and does not think too much of his college education, by the time he is forty years of age he has a great many advantages over the boy who left school at eighteen; and it must be a source of great satisfaction to him, during his life, that he has had the benefit of a college education. I by all means would recommend to a boy who is inclined to study, a course in some good college. He certainly, in the

course of time, will find that he is amply repaid for it. The boy who is bright and starts in business after graduating from high school will, for the first few years, get along much happier than the man who has spent four or five years attending college, and may have made a good start toward laying the foundations for a profitable business long before the college man gets an insight into the business. Still, I am sure the college graduate, by the time he reaches seventy, would have had the most satisfactory life, and would be fully as successful as the man who has not been fortunate enough to possess a college education."

Many instances of this might be given, but enough has been said to prove that the managers of the great business houses of the present and of the future will receive great advantages from the college. To the men about the manufacturer, the railroad magnate, and the administrator, the college offers an understanding more comprehensive, a sense of relationship more amicable, as well as a training of the will more adequate to large undertakings. A college education teaches a man "to see things as they are, to go right to the point, to disentangle the skein of thought, to detect what is sophistical and to discard what is irrelevant. It gives him a clear, conscious view of his own opinions and judgments, a truth for developing them, an eloquence in expressing them, and a force in urging them. It prepares him to fill any post with credit, and to master any subject with facility. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them his own, how to influence them, how to come to an understanding with them, how to bear with them. He is at home in any society; he has common ground with every class; he knows when to speak and when to be silent; he is able to converse, he is able to listen; he can ask a question pertinently, and gain a lesson seasonably when he has nothing to impart himself. He has a gift which serves him in public and supports him in retirement, without which good fortune is but vulgar, and with which failure and disappointment have a divinity."\* A college education helps to create the man of sober-mindedness, of personal resolution, who is intent on things of the mind. It aids, let us believe, in bringing forth the noblest type of gentleman, and while bringing about these invaluable results, it is also training great executive ability for our country and for the world!

\* John Henry Newman: "Idea of a University."

### NEW PROFESSORS AT WESLEY

The following appointments have been made to the staff of Wesley College for next year:

*D. C. Harvey, M.A.*—Professor of history, graduate of Dalhousie; Rhodes' scholar; late lecturer at McGill.

*Rev. J. A. Spenceley, M.A.*—Lecturer in English; graduate of Toronto; gold medalist in English and Classics; late of Regina College.

*Dr. M. Stewart MacDonald*—Professor of Political Economy; graduate of Queen's; Ph.D. of Chicago.

*Dr. J. W. Campbell*—Professor of Mathematics; Ph.D. of Pennsylvania.



## GERMAN SCIENCE

*To the Editor of The Evening Post.*

Sir,—Your correspondent, Mr. Morse, is a typical example of a tendency prevalent in America to belittle our own scientific men. This proceeds, doubtless, partly from the repeated and dogmatic assertions of the Germans in their own superiority, but mostly from the erroneous idea that encyclopaedic knowledge is scientific achievement.

Our obsession over German science comes in part from the text and reference books compiled in Germany. By an easy transition we come to believe that the compiler of the knowledge was the creator of it. Moreover, scientific workers continually have to refer to details, and the Germans are indefatigable workers out of details.

While the volume of German scientific literature is made up of details, often extremely trivial—in this aspect called by Sir William Ramsay “a deluge of mediocrity”—needless to say the panegyrists of Germany do not rely wholly on this sort of work. While we instinctively attribute the highest honor to originality, we do not adequately appreciate the great difference that lies between those men of genius, like Galileo, Newton, or Darwin, who bring to light great fundamental ideas that lie at the roots of whole realms of knowledge, and those secondary workers who enrich, modify and correct ideas supplied by others. Germany has produced not a few of these secondary workers. The history of science shows how quickly a subject is developed after a fundamental discovery is made. Radioactivity is a good example. After the discovery in 1896 by Henri Becquerel that Uranium emits rays at ordinary temperatures, the whole subject of the radioactive elements and transformation was worked out in a very few years, in this case in France and England.

Of the great innovators Germany has produced surprisingly few. Chemistry is sometimes thought to be a peculiarly German science, for the Germans have made almost incredible collections of facts in it, but its originators were Dalton, Lavoisier, Priestley, Boyle and Gay Lussac. Ramsay first performed a transmutation of elements. When we think of fundamental work in physics we think, aside from Newton, of Galileo, Laplace, Huygens, Thomas Young, Carnot, Rumford (an American), Joule, Faraday, Clerk Maxwell, Kelvin and J. J. Thomson. The Germans have shown great diligence in bacteriology after Pasteur had pointed the way. Likewise, they have published crystallographic data literally by the ton after crystallography as a science was made by Rome de l'Isle and Haüy. William Smith and Giraud-Soulavie founded modern geology. Physical chemistry, to study which so many go to Germany, is a “recent” science, and concerning it the Germans have collected vast amounts of data and written complete text-books. The great ideas, however, have been supplied by Avogadro, Van der Waal, Van't Hoff, Arrhenius, Guldberg and Waage—not one a German. The greatest and most fundamental discovery in this science, that of the phase rule, was made by an American, J. Willard Gibbs. In the well-known collection of fundamental scientific papers, made in Germany, the “Klassiker der

exacten Wissenschaften,” even under the editorship of that militant super-German Ostwald, it is notable how poor a showing the Germans make.

Scientific technical organization, in which the Germans excel, is intended for money-making or selfish ends. If Mr. Morse believes that the great inventions have always been a “gathering of fruit” of investigations in theoretic science, he is much mistaken. As a matter of fact, the Germans have neither planted the fruit nor gathered it. They have trimmed the trees. Watt invented the steam engine before Carnot founded the science of thermodynamics, both being men of profound originality. Marconi probably did not read Hertz. On the other hand, after Faraday's celebrated paper on electromagnetic induction in 1831, the dynamo, motor and electric light became little more than following directions. It included the most important part of the theory of the telephone. S. F. B. Morse is fully entitled to the credit of the telephone as an invention, for an invention is something that *works in practice*, just as Solvay, the brilliant Belgian chemical technologist, is entitled to the credit of the process known by his name, though he was the fourth or fifth to work on it. As to Hertz, Mr. Morse might have read Hertz's own statement (see Cajori, History of Physics) that he was only developing the ideas of Clerk Maxwell. The first coal-tar dye was made by an Englishman, Perkin. The derivation of nitrogen from the air was first done in the laboratory by Cavendish and Priestley, and first done on an industrial scale by two Americans at Niagara Falls, Messrs. Bradley and Lovejoy. It is ridiculous to cite the tungsten lamp as a scientific achievement, especially after Edison's demonstration. It is merely routine work done for money-making purposes.

As to medicine, in the American Book “Epoch-Making Papers,” of the seven reproduced, four are by Englishmen: antiseptics, circulation of the blood, puerperal fever, vaccination; one by an American, Morton, on anaesthesia; one by a Frenchman, and one by an Austrian-German.

The amazing statement is made that England is producing “little of permanent value in the sciences.” Let me place beside this a sentence from a review of Crowther's “Molecular Physics” in *Science* for November 13, 1914, by a distinguished American physicist, R. A. Millikan: “The points of view taken, then, are those which have grown up in that inspiring atmosphere (the Cavendish laboratory of Cambridge University) out of which have unquestionably come more of the influences which have moulded modern physics than from any other two places in the world combined.”

Much of the best German work is done by those who are not racially Germans at all, but by Hebrews. Thus the brilliant mathematical physicist, Albert Einstein, who proposed the theory of relativity in 1905, and which much occupies the scientific world now, is a Hebrew. The Dutch, in proportion to numbers, greatly outstrip the Germans in original and valuable scientific activity, Professor Münsterberg to the contrary notwithstanding.

Of course, no one claims that Germany produces no original minds. All western European states

and Russia have produced them. One does not forget Gauss, Kepler and Hemholtz. The last was a descendant of William Penn, but only a mental strabismus could place him by the side of Newton. It is well to remind ourselves, in view of the fervid German egotism, that Germany has been great in organization—which is purely to further her own interests—and conspicuously lacking in originality—which is for the world at large.

The Germans go forth to war to conquer the world—or is it only a place for their civilization? The German arguments are changed daily, so it is hard to tell. Yet to do this they make use of triumphs of civilized man, not one of which they invented. For Germany did not originate the battleship, or submarine, or aeroplane, or dynamite, or vaccines, or cheap steel, or telegraphy (wireless or wire), or steam power (reciprocating or turbine), or antiseptics, or shrapnel, or anaesthesia, or automobiles.

*Paul J. Fox.*

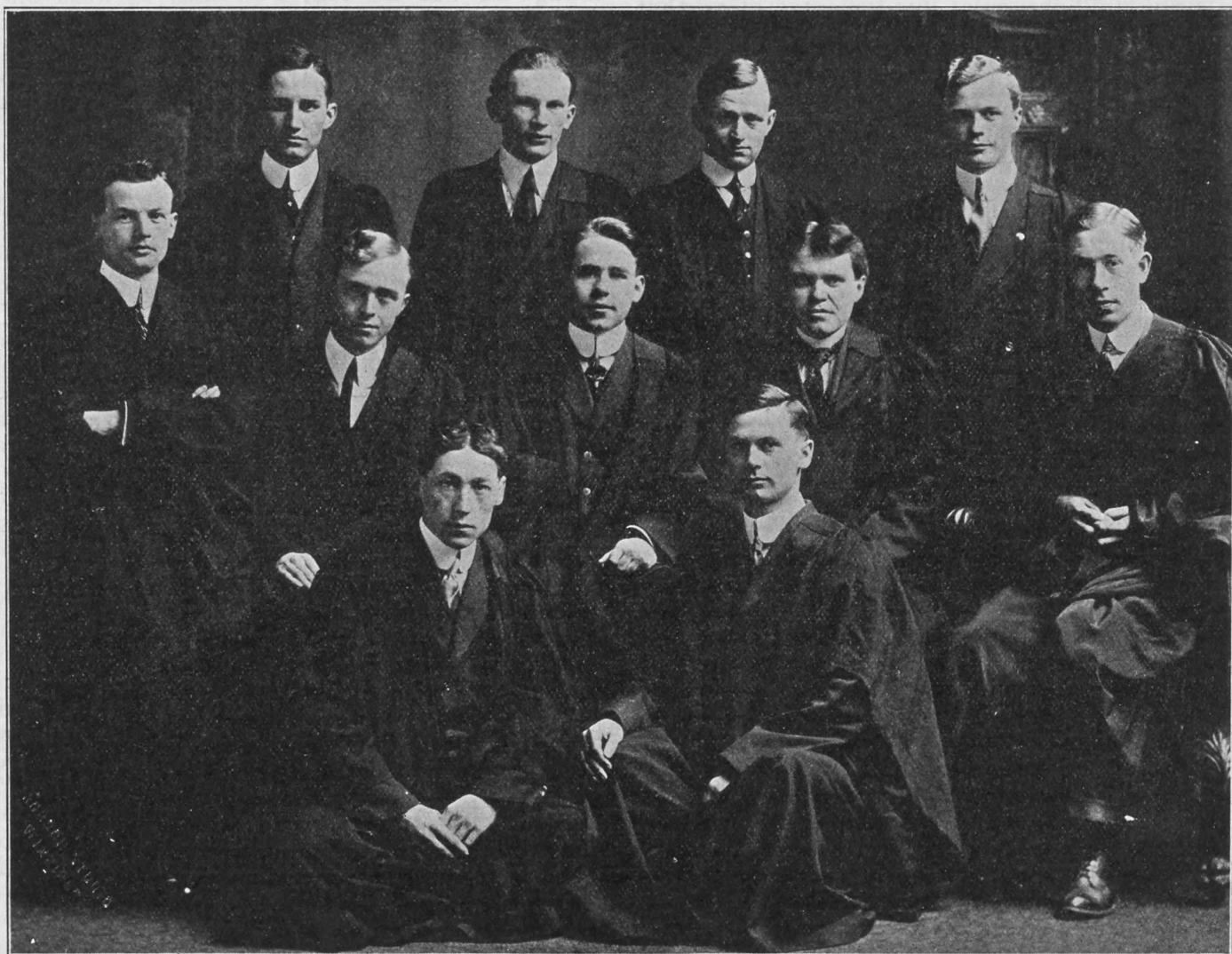
Washington, May 6.

*Reprint from the Evening Post, New York, Saturday, May 8, 1915.*

### WESLEY'S NEW PRINCIPAL

Wesley College is fortunate in securing for Principal so distinguished an educationalist and scholar as Dr. Eber Crummy. Dr. Crummy was a few years ago pastor of Grace Church, and is well-known to the students of the University. He was for some years principal of a Methodist College in Japan, where he exerted wide influence on the educational development of the country. At both Queen's and Toronto, Principal Crummy is very highly respected, and he is a member of the governing body at Queen's. Dr. Crummy will be very heartily welcomed to the University of Manitoba.

Following the appointment of the new principal, Wesley College Club tendered a banquet to Dr. Crummy at the Royal Alexandra. A large and distinguished company, representative of every section of the community, listened to a magnificent address, in which Principal Crummy outlined the policy and mission of the College. President Ben Parker occupied the chair.



"THE MANITOBA" STAFF



## THE RELATION OF THE UNIVERSITY GRADUATE TO THE COUNTRY COMMUNITY

It is no exaggeration to say that the rural community has not been receiving fair treatment from those men and women who have had the advantage of a college education.

Many graduates in Law, Medicine, Theology, etc., must necessarily begin their work in our rural towns and villages; but only in rare instances is it their intention to settle there permanently. They are in the country, but not of it. They do not enter into its life willingly, and the eyes of the greater number are always longingly turned cityward. These men and women do not think in terms of the life around them, and their attitude of mere tolerance of the country and their enthusiastic admiration of the city has made them a menace to the future of the rural community by tending to set the current of life flowing cityward.

Warren H. Wilson, in his book "The Evolution of the Country Community," writes: "The 'rural exodus' has had its Moses in the rural college student, its Aaron in the country minister and its Miriam in the country school teacher. These three have led a generation out of the country to perish in the wilderness. For only a pitiful few of those who leave the country come to prominence in the city. The most gain but a poor living there, and many go to ruin."

Now, while what we have already said is true, it does not explain the rush to the city. The cause lies deeper. The full significance of the words of the Great Teacher, "Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God," is very slowly being apprehended by the rural community. All around is a wealth of human life with constantly multiplying and deepening needs; a growing hunger that little effort is being put forth to satisfy. Bread, shelter, clothing, a little education and a bank account are too often regarded as the only legitimate needs. All the clamor of youth for higher education, recreation, social life; for food for the mind, the heart, the imagination; for music, art, beauty, is only taken as evidence of a perverted taste that craves luxuries rather than necessities. Is it any wonder that when the country so largely ignores this increasing hunger the developing life turns to the city, where ample provision is made for its varied needs?

That we have a lamentably insufficient and inefficient rural life is undeniable; but there is nothing in the situation to warrant our drawing the conclusion that it must always remain so. In these days when true greatness is being increasingly measured by the magnitude of the service one renders to humanity, we feel that there is, to educated men and women of the right stamp, no more promising sphere of activity than the regeneration of the rural community. Owing to the indifference and intense conservatism hitherto prevailing in the country, the task has seemed well nigh impossible, but the very nature of the problems now facing the farmer has undermined these barriers and opened the way for a progressive movement all along the line, if our trained men and women will only take advantage of the opportunity thus placed within their reach.

The relation of the University graduate to the rural community cannot be adequately defined in the compass of an article such as this; however, if we touch on one or two of the pressing problems of

rural life the thoughtful reader will readily see how valuable to the life of the community the educated man or woman may be.

Rural life cannot possibly be made attractive and effective until it is made profitable. In recent years very many farmers are not getting adequate returns from their operations, and the reasons for this are becoming increasingly apparent. In the first place, the great natural wealth of the soil is being depleted by wasteful methods of farming, and yet many through lack of training are unable to change their method. The old attitude towards what the farmer sarcastically called "book farming" is, however, disappearing, and there is a growing realization that scientific agriculture is the proper course. That these people may be able to take intelligent advantage of the findings of science, there will be needed a more adequate system of rural education.

Economic pressure has made the farmer aware of another serious problem. He has been rudely shaken out of his complacent independence by finding himself in the grip of organized business. He is helpless in the hands of great combines who have entrenched behind strong legislation against the day of rural awakening. This condition is disquieting but not hopeless. The first shock is over, and the country has begun to brace itself to meet the situation. There is a stirring of a new life, a tumultuous life, full of power and promise, but also full of danger. It is life undeveloped, untrained; but just because it is life it must move. There could be no finer opportunity for men and women trained to lead. There can be no better chance to put training and ability to good use. The country is destined to become a large factor in the development of our fair Dominion. It will be powerful for good or ill. To lead will be a great responsibility, but the promise is bright.

Many young men and women graduating from our Universities in these coming days will find their work for the time at least in the country communities. At the threshold of one's career aims are very rarely sordid; most people have an earnest desire to be of use. To help is not always easy in the country, for the people are slow to trust. Let our graduates, however, show that they can see things from a wider angle than self-interest; that the trained mind is not aiming to crush the untrained; that their ability and training are to be used for the highest interests of the community, and they will speedily find that the most sacred spot in the heart of rural life is reserved for the educated man who can be trusted.

R. H. Lowrie.

## ATTENTION, ATHLETES

To those who are looking forward to competing next fall, first, in the Intercollegiate meet, and, second, in the International or Interprovincial Athletic meet, the advice I give is, fit yourself for the coming tournaments. Do not neglect your training, and rely upon the little that you can do between the opening of College and the first meet. *It Never Pays.*

We have athletes claiming every year that if they only had commenced training earlier they could have made a better showing, and they explain the situation exactly. An untrained athlete may possibly show up well in an inter-class meet, and sometimes in the Intercollegiate, but if he has been closely pressed in both the preliminary meets, he is

going to be of very little use in the International or Interprovincial, as the case may be, which follows one week after the Intercollegiate. The reaction is too great, and the athlete finds out that one week does not renew his strength. The only way is to pick your events and train for them, during the summer, not hard, but consistently. Attend all the tournaments you can, but at the same time make sure that you hold your amateur standing. Many of our best athletes have joined the colors and are in a larger and nobler competition than that to which I refer here. We need others to step into the breach and bring our University home to victory.

It will be the duty of all students who wish to see our University at the top of the ladder to give all the assistance in their power, and they would do well to report to the undersigned, giving the name and address of any new man coming into the Colleges whom they believe to have athletic ability, in order that I may get in touch with him. Letters may be addressed to me, care of Flanders & Macvicar, Barristers, Winnipeg. I will be only too glad to receive any information that may be deemed valuable to the cause.

Nothing definite has been decided as to what form next fall's meet will take. It will take whatever form the students deem best at that time. In the meantime, I wish to get all available information so as to be able to report at the next annual meeting. I see no reason why we should not know exactly how we stand in reference to our prospective athletes, and what form our meet will take, at the opening of College. My report will largely rely upon the assistance I get from others.

In conclusion, I would first ask the old athletes to keep up their training; second, encourage new athletes to do the same, and third, the man who stands on the side line, to boost.

*Harry Sibbald.*

#### Y.M.C.A. SUMMER PROGRAMME

Besides the Western Students' Conference at Lumsden Beach, July 29th to August 5th, the details of which have previously been announced, a new event is being arranged in the form of student reunions for college students, ex-students and graduates who are spending the summer in the country in Manitoba. Two of these reunions have been organized, one at Souris, in the south, for July 4th, 5th and 6th, and one at Shoal Lake, in the northwest of the province, for July 10th, 11th and 12th. The equipment of the Methodist Summer Schools will be used at each camp.

The purpose of the reunions is three-fold—to provide a pleasant outing for men between whom there is a natural bond; to keep ex-students and

graduates linked up with their colleges; to keep them informed of and in sympathy with the work being done there; and to help in their Christian thought and in relating their Christian ideas and ideals to conditions of life in their home districts. The programme will be very similar to that of a Students' Conference or a Summer School. The forenoon and evenings will be devoted to study groups and addresses, and the afternoons to a strong athletic programme, including baseball, track and aquatic sports. This arrangement will afford college men throughout the province a splendid opportunity to spend a few days camping under ideal conditions with men who are intensely serious in their outlook on life. The leaders will be strong, sympathetic men of experience. The Student Committees which have the arrangements for these reunions in hand urge that all college men within reasonable distance of these points plan to attend.

A nominal registration fee will be charged to cover expenses. Those who plan to attend the Shoal Lake camp please communicate with Mr. J. E. Sirett, of Neepawa, and those who plan to attend the Souris camp, communicate with Mr. F. F. Laughland, of Hartney, or Mr. J. R. Bell, of Clearwater, Man. Kindly send communications as early as possible in order that arrangements may be made in accordance with the size of the delegations expected.

#### MUTUALLY UNDERSTOOD

Robert rashly kissed my hand,  
Thereupon I gave command,  
"Leave me, Sir, or else refrain  
Doing this bold deed again;  
Once for all, pray understand,  
You do wring to kiss my hand!"  
Robert heeded my command—  
Stayed, nor kissed again my hand,  
Yet he doth not mope or sigh;  
What can be the reason why?  
This I told him: "Understand,  
You do wrong to kiss—my hand."

*—University Monthly.*

*The Manitoban* wishes to extend its thanks to the officers of the Y.M.C.A. for the kindly assistance given the staff through the supplying on many occasions of meeting rooms not otherwise obtainable owing to our decinormal University accommodation.

"As long as you're funny and know that you are funny, you aren't—well, you are not quite so funny as you would otherwise have been."

*—Ellen Thorneycroft Fowler.*

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